

## Educational Isolation: Place-based Challenges for Teacher Supply in Rural and Coastal Schools

**Tuesday 3 August 2021 - Parallel Session 1 - 11.30am to 12.30pm (GMT+1)**

**MURRAY - Preparing Teachers for Rural Schools**

**Tanya Ovenden-Hope** (*Plymouth Marjon University, UK*), **Rowena Passy** (*Plymouth Institute of Education, University of Plymouth, UK*)

The international context of an appropriate and sustained supply of high quality teachers is one of great concern, particularly in rural schools (Ovenden-Hope & Passy, 2020). Increases in the number of trainee teachers since 2021 appears to be a response to the economic uncertainty caused by the Covid-19 pandemic, and is unlikely to be sustained. Evidence suggests that as the economy recovers and private sector graduate jobs arise, teachers will leave teaching (Hutchings, 2010). The challenge of teacher supply will be even more problematic in schools that have traditionally been hard to staff, such as rural and coastal schools in remote areas with persistent socioeconomic disadvantage. In this presentation we share the concept of 'Educational Isolation' as a way of understanding the complexity of place as a limiting factor for a schools' access to resources, including a high quality workforce. In England Educationally Isolated schools are predominantly in rural and coastal areas that are geographically remote, socioeconomically deprived and culturally isolated (Ovenden-Hope & Passy, 2019). We use over ten years of research findings to discuss the ways in which these schools experience issues of teacher recruitment and retention in relation to their place. These findings have shaped policy and practice in England and Australia at school and systems level.